

The Federation of Stoke Hill Schools



Behaviour Policy

Date agreed: January 2025

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Stoke Hill Federation Behaviour Policy 2025

The Stoke Hill Ethos

Our Policy which promotes Relational Behaviour Practices, encourages, promotes and rewards positive behaviour, requiring staff to use a relational practice approach and advocate restorative justice, ensuring that all children within our school community are supported, feel safe, secure and have their emotional needs met; thus ultimately, enabling children to flourish and strive to reach their full potentials. Stoke Hill children are 'Ready, Respectful and Safe'.

Behaviour Principles

1. Adults will be calm, consistent and fair
2. We will help children learn how to be ready, respectful and safe
3. We will use restorative questions to understand and improve behaviour that is disrespectful, unsafe or impacts upon a child's readiness to learn
4. We expect excellence from each other and will celebrate behaviour that goes 'above and beyond'
5. We behave with equity and equality
6. We will reprimand children in private and praise them in public
7. Our routines underpin good behaviour

Theory & Research

Using the "Developing Relational Practice & Policy" approach, produced by Devon County Council & Babcock (2020), we have developed a Relational approach, to positively manage pupils, classes and groups of children. We feel this approach is inclusive and compassionate, supporting the needs of all pupils within our Stoke Hill school community.

We recognise that a positive, calm learning environment is a necessary condition for effective teaching and learning to take place. We believe that teaching children in a way which promotes their self-esteem, also promotes good learning behaviours. The teacher has the right to teach; children legally have the right to learn. Good behaviour needs to be role modelled, taught and supported by both school staff, parents and peers. At times, we realise that, for some, behaviour or emotional stability can change without notice and, as teachers, it is our job to assist and support children to be able to self-regulate and manage their feelings.

Setting Positive Expectations

Our classrooms must promote an inclusive environment in which pupils:

- feel physically and emotionally safe, secure, connected, understood and cared for
- consistently demonstrate mutual understanding and respect for each other
- show appreciation for the contributions of others
- care for their physical surroundings
- learn together to achieve meaningful outcomes and remove any potential learning barriers
- openly share and communicates ideas, troubles, issues and suggestions
- develop self-confidence and self-reliance
- accept personal responsibility and accountability for their attitudes and behaviour
- support their peers
- are supported to develop positive learning attitudes

Expectations of all staff

All staff are expected to adopt this policy for use across the Federation. Teachers, HLTAs, TAs and MTAs will use this policy the most but the wider whole school staff community will also fully understand this policy and be able to use the language and terminology with pupils in their interactions, ensuring a fair, coherent and consistent approach is maintained.

Teachers, HLTAs, and TAs need to set consistent levels of acceptable behaviour within classrooms as the normal daily expectation. Classrooms must remain calm, focused and purposeful during lessons whilst also ensuring the learning activities are engaging.

Positive expectations, praise and reward are the key to successful classroom management. Pupils need to be supported to always make positive behaviour choices. Teachers, HLTAs & TAs must also be aware of and able to identify those children in their class who may at times struggle to regulate their emotional behaviours. It is our duty to respond by implementing appropriate approaches and connection strategies for those children who need a more relational approach to be able to regulate behaviours.

Agreed staff strategies used can be read in **appendix A**:

Expectations of Pupils

All Stoke Hill children are expected to be **Ready, Respectful and Safe**

- Follow the classroom and the school expectations and rules to ensure positive behaviour
- Show respect and tolerance for each other and adults and use good manners at all times
- Demonstrate a positive attitude towards learning
- Display a positive, accepting attitude towards differences
- Act responsibly at all times and admit to unacceptable behaviour
- Accept reasonable and appropriate consequences
- Understand the need to apologise; they will be expected to take part in a restorative conversation
- Walk quietly and calmly around the Federation school sites

- Share equipment and resources responsibly
- Look for the positive attributes within each other and each other's achievements

Expectations of all wider members of the school community

Parents/Carers

- Are expected to be supportive of staff when using the school behaviour policy in the correct way
- Are expected to encourage their children to abide by and follow the school rules for the general wellbeing and good of all
- Are expected to attend regular parent consultation evenings

Governors

- All governors are expected to ratify, support, monitor and oversee our Relational Behaviour policy
- All governors are expected to support and, or monitor any / all external exclusions at FGB meetings termly

Developing Positive Relationships through the Relational Approach

At Stoke Hill Federation, we recognise that all children need to develop secure relationships which enable them to feel safe, secure and good about who they are. We therefore place relationships at the heart of what we do and all staff will actively seek to build strong, positive relationships with the children.

In order to support children, we must understand how to meet their underlying developmental needs and not just manage the symptoms of behaviour. This means providing all children with secure relationships that help them to feel a sense of safety, trust, belonging and feel that they are being listened to.

A secure relationship involves adults providing Protection, Connection, Understanding and Care in the following ways:

Protection	Connection	Understanding	Care
<ul style="list-style-type: none"> • Being a source of safety through our relationships and the safety cues we provide. • Being predictable, 	<ul style="list-style-type: none"> • Being physically and emotionally available. • Being responsive, expressive and interactive. 	<ul style="list-style-type: none"> • Being curious about their feelings, thoughts and behaviour. • Understanding their thought processes and 	<ul style="list-style-type: none"> • Being loving and compassionate. • Showing them we care, looking after their basic needs, soothing and comforting them.
Protection	Connection	Understanding	Care

reliable and trustworthy. • Providing structure, boundaries and containment.	<ul style="list-style-type: none"> • Attuning and connecting physically and emotionally. • Showing children we like them and are interested in them. • Being playful and having engaging interactions • Finding time to do things together. 	trying to work it out. <ul style="list-style-type: none"> • Accepting their feelings and experiences, empathising, wondering aloud, validating, showing them you 'get it'. • Helping them to process their feelings. 	<ul style="list-style-type: none"> • Holding them in our minds.
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Through these relationships, children will be able to develop their ability to regulate their feelings and emotions, develop their understanding of social situations, develop positive feelings about themselves and their abilities and therefore be ready and able to learn.

This approach needs to be carefully applied through our 'Safe Touch' principles and safeguarding our children through modelling appropriate aspects of the Relational Approach is at the centre of our decision-making process when applying this policy. Safe Touch principles are detailed in **Appendix B**.

Staff Wellbeing

We recognise the importance of supporting and developing our staff in their ability to use a relational approach with children. Staff will be fully supported by senior leaders in the following ways:

- CPD – implementing, embedding and maintaining this behaviour policy
- Coaching & mentoring support
- Induction for new staff and for ECTs
- Supervision for staff who manage children with complex needs

Child on Child Abuse (previously *Peer on Peer Abuse*)

At Stoke Hill we are aware that child-on-child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally harm others. It can happen to children of a similar age or stage of development and can be harmful to the children who display it as well as those who experience it.

Child-on-child abuse can happen in a wide range of settings, including:

- at school

- at home
- in someone else's home
- in the community
- online

It can take place in spaces which are supervised or unsupervised. Within a school context, for example, child-on-child abuse might take place in spaces such as toilets, the playground, corridors and when children are walking home (Contextual Safeguarding Network, 2020).

Online child-on-child abuse is any form of child-on-child abuse with a digital element, for example:

- sexting
- online abuse
- coercion and exploitation
- peer-on-peer grooming
- threatening language delivered via online means
- the distribution of sexualised content and harassment

As children develop healthily, it is normal for them to display certain types of behaviour. It is important that adults who work or volunteer with children at Stoke Hill Federation can identify if any behaviour has become harmful or abusive, and respond proportionally to keep all the children involved safe.

A member of the safeguarding team (DSL/Deputy DSL) will discuss the concerns or allegations with the member of staff who has reported them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected.

The DSL/Deputy DSL will use their professional judgement to determine whether it is appropriate for alleged behaviour to be dealt with internally and apply the process outlined in this behaviour policy, or if any external specialist support is required. This may include consultation with children's social care and/or any other external agencies on a no-names basis to determine the most appropriate response.

Further information on Child on Child Abuse can be found in **Appendix D**.

Inclusive Behaviour practice

At Stoke Hill, we acknowledge that some children require a differentiated approach to managing their needs and behaviour. This may be true for children with an EHCP or a high level of SEN need, those with emotional or mental health needs or those who are vulnerable, have attachment needs, or have experienced trauma or Adverse Childhood Experiences (ACEs). We recognise that these children may struggle to control their feelings and emotions and may need a significant level of adult support to help them regulate and manage their feelings and emotions. For some of these children, the normal rewards or consequences procedures may not be sufficient to support them and other strategies may be required. We will consider the needs of each child on an individual basis and will support these children in a variety of ways. For example:

- Providing them with their own safe/calm space within or nearby their classroom to use when they need to calm down. Adults will direct them to this area when they see them beginning to dysregulate.
- A personalised reward system that uses small, achievable steps to achieving a daily/weekly reward focusing on a particular area of need.
- Provide them with a bespoke 'Zones of Regulation' tool kit.
- A fixed period of time to reset, calm down and work through behaviour choices
- Targeted or specialist intervention from our Inclusion team to support them either 1:1 or in a small group.
- An identified team of key adults who know the child well and are able to identify early triggers and support them to respond to their feelings and emotions appropriately.
- An alternative provision for break or lunchtime if these unstructured times are a trigger.

Our priority is to ensure that our children look after themselves, each other and our school. Some of our children may need a greater level of adult support to help them manage big feelings and teach them how to respond in a way that is appropriate and safe. In these situations, we will work together as a team of adults to write co-regulation plans and/or risk assessments, to ensure that everyone knows how best to respond to a child when they are finding it difficult to manage their feelings and emotions. These documents are regularly reviewed and shared with parents and all staff working with the child as part of our graduated response cycle.

Rewards

Rewards are given by members of staff to celebrate and reinforce expected behaviours and good standards of work, as well as those that go above and beyond. Details can be found in **Appendix C**.

Stepped responses to behaviour

Staff will use their professional judgement in applying these steps. Certain behaviours may merit moving straight to a later step.

By the time staff have to use step 1, you should already have used the responding and calming techniques / Zones of Regulation language. If they do not work, then step 1 will have to be actioned.

Step 1: WARNING Use the agreed phrase, **‘this is a reminder or you may have to have “Time Out”.’**

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

Step 2: TIME OUT - WITHIN CLASS

It is the teacher’s responsibility to spend time with the child to initiate the reflection. This is age and ability dependent.

- Child sits at designated chair/area of classroom
- 5-10 minutes (max) sitting together in order to reflect, calm down etc. without causing disturbance
- Child is expected to complete their class work there independently then in their own time ie: Break time or lunch time
- Restorative conversation

Step 3: TIME OUT OF CLASS in another classroom

This step is for time out in another class. This is age and ability dependent. •

Child escorted to another class

- Child has time out and will re-join the class when calm and responding positively
- Restorative conversation - it is the teacher’s responsibility to spend time with the child to initiate the restorative conversation

Step 4: TIME OUT OF CLASS with a senior member of staff

This step is for time out with a colleague, only when behaviour is so disruptive, that it is affecting the teaching of the whole class.

- Child sent – or escorted if necessary - to a member of the leadership team (or Family Support Worker/SEND Co Assistant) or a red card sent for them to be collected
- Child has time out to co-regulate and complete a restorative conversation. They will return when calm and responding positively
- Possible removal of playtime as necessary
- Class Teacher/adult in class to record on CPOMS & parents informed at the end of the day either by phone or face to face

If behaviour improves, then the child may return to class. The steps would reset but if it escalated again then they would be escalated more promptly.

Step 5: Co-regulation Plan AND RISK ASSESSMENT This will come into effect after all above steps have been consistently ignored or have failed to have a positive impact on behaviour

A co-regulation/relational support plan should be created by the class teacher and Head of School / AHoS / SEND Co. It is a supportive document and should be shared with parents during a face-to-face meeting and with all key adults.

These plans can be helpful in managing and planning for different aspects of support, ensuring that everyone is working consistently and predictably together and that the support given throughout the child's day at school is joined up.

The plan should ensure that the child receives the consistency and intensity of support needed through well thought out and planned relational intervention; it should include agreed responses for regulation linked to identified potential behaviours.

A risk assessment should be created in response to any recurring unsafe behaviour. This is a supportive document and should be shared with parents during a face-to-face meeting, as well as with all key adults.

Step 6: INTERNAL EXCLUSION

for a more serious incident such as verbally or physically abusing a member of staff or a peer with intent to cause harm to others

- Child escorted to Head of School / AHoS or a red card sent
- Usually for no longer than 1 session to half a day working out of normal class as an internal exclusion
- Head of School / AHoS decides whether or not to issue an internal exclusion based on the situation and the child's chronology
- Head of School / AHoS record the incident ie: who, when, why on CPOMS
- Executive Head must be informed of any Internal Exclusions
- Parents informed by phone call from Head of School

Steps 7 and 8 are part of a legal framework to ensure all members of our Federation community are safe and able to learn, however, it remains the intention of the Stoke Hill Federation to never exclude a child. Should an extreme incident take place or over time all other options have been exhausted the Federation may choose to take the following steps:

Step 7: FIXED TERM EXTERNAL EXCLUSION

for a significantly serious incident

- Child escorted to the Head of School / AHoS
- Decision to externally exclude is made by the Executive Head.
- Child is collected by a parent/carer and a Local Authority Exclusions letter is handed over
- Suitable class English, maths and wider curriculum work for the duration of the External Exclusion is given to the child
- Incident is recorded on CPOMS
- All External Exclusions are reported to the Full Governing Body termly meeting
- Upon return to school child and parent have a reintegration meeting with the Head of School and a fresh clean start is made

Step 8: PERMANENT EXCLUSION

Serious incidents need to be treated on an individual basis and the circumstances investigated.

Only in exceptional circumstances would a permanent exclusion be considered.

These may include incidences such as:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Serious deliberate damage to school property

The Executive Head would make the final decision after seeking advice from any relevant agencies/ parties/ bodies.

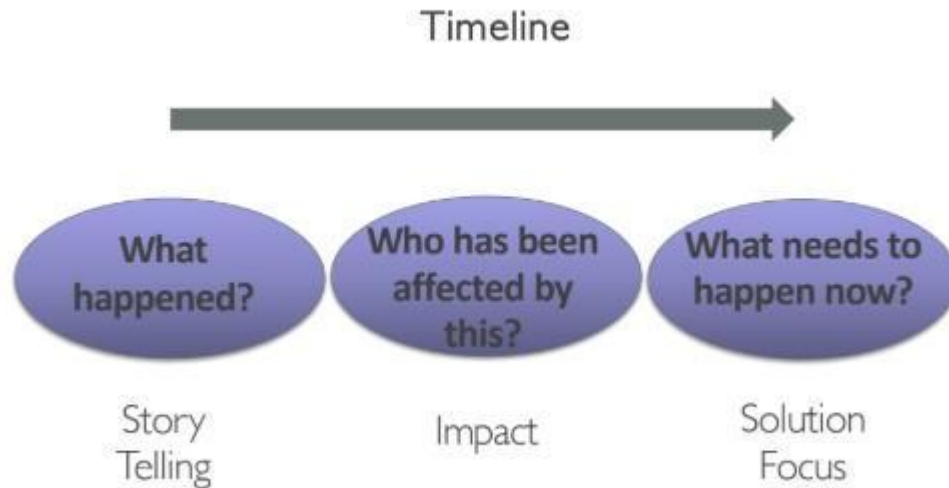
In this event, a letter from the Executive Head would be sent to the family inviting them to a Permanent Exclusion Hearing.

- Governors would need to form a committee and hold a panel hearing with parents attending.
- Parents have the right to appeal any decision made.

Appendix A

A Sample of Internal Behaviour Support resources:

Restorative Conversations:



Questions:

1. What has happened?
2. What were you thinking about at the time?
3. Who has been affected by your actions?
4. How have they been affected?
5. What needs to be done to put things right?
6. How can we do things differently in the future?

Microscripts


- The 'Ready to listen' microscript - below are 4 steps for all learners to accomplish and the 'script' used to signal this expectation.
- Microscripts are to be fairly applied by adults who will take into consideration the age and needs of every child.

to be ready to listen to an adult a child needs to:	the micro-script for the adult to use	sharing the reason for this expectation
give full attention and look at the teacher*	“look at me”	so you know... what is going to happen next/what I am going to explain next.
listen actively but silently	“be ready to listen”	so you can hear and understand what I am saying.
respond appropriately	“be ready to join in”	
get started with their learning	“get started”	

to be respectful/safe children need to :	the micro-script for the adult to use	sharing the reason for this expectation
Walk in the school building	Walk	because it's the safest way to move around
Wait for their turn to speak/select resources etc	Please wait your turn	because... (this will vary)
Stop justifying their actions by blaming someone else. E.g. “but he did...”	You need to take responsibility for YOUR actions	because you have made the wrong choice

Zones of Regulation:

The **ZONES** of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

The **ZONES** of Regulation™ Reproducible R

Name: Jane Doe

<div> ZONES Tools Worksheet </div>					
Name of Tool	Circle the Zone or Zones you think the tool would help in.				
rice bin	Blue	Green	Yellow	Red	None
putty	Blue	Green	Yellow	Red	None
cushion	Blue	Green	Yellow	Red	None
fidget ball	Blue	Green	Yellow	Red	None
headphones	Blue	Green	Yellow	Red	None
sit on ball	Blue	Green	Yellow	Red	None
weighted vest	Blue	Green	Yellow	Red	None
rub back	Blue	Green	Yellow	Red	None

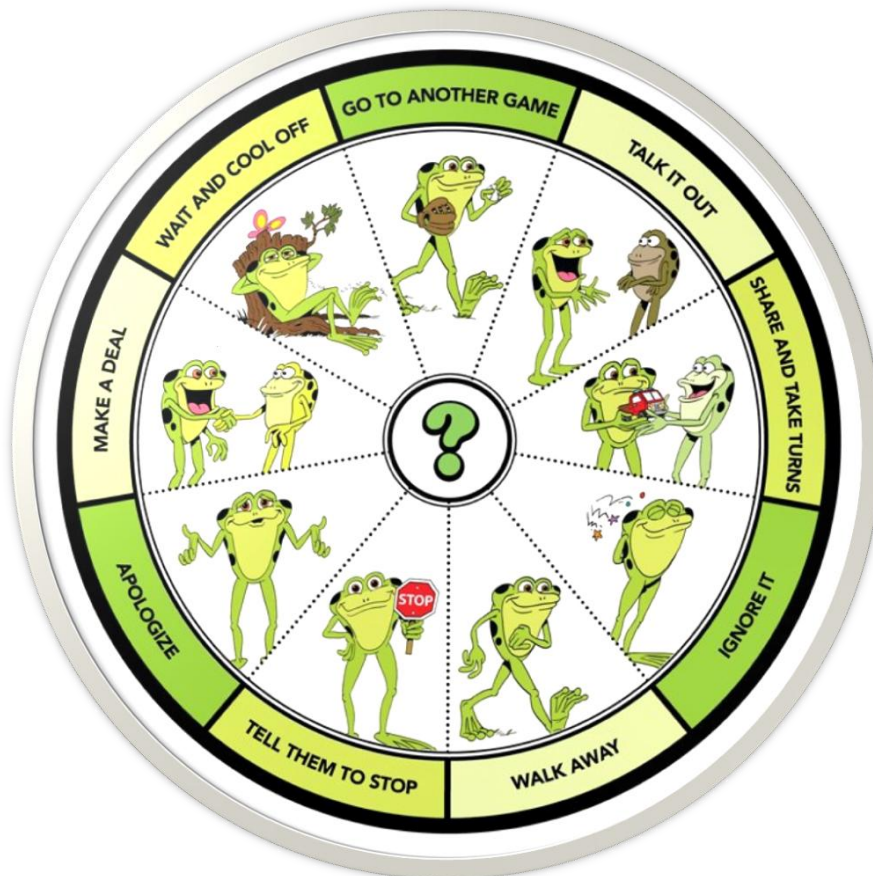
Kelso

To help children learn a lifelong conflict-resolution tool and develop and sustain the belief that they are strong enough and smart enough to resolve their own minor

problems, we teach Kelso's choices in the Early Years and KS1 and use Kelso's choices across the Federation.

Kelso's choices:

- Empower young children with the ability to determine their own behaviour.
- Reduces 'telling tales'
- Provide consistency of approach across staff
- Teach children to realise the difference between minor problems and big problems that require adult intervention.
- Increase feelings of personal competence
- Give children a conflict management tool
- Develop good links between home and school



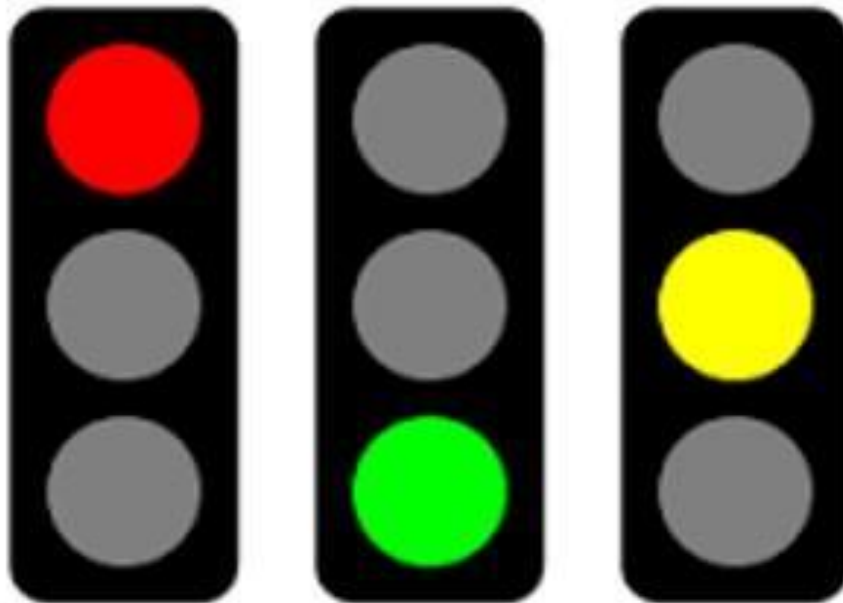
STOP

Several

Times

On

Purpose



Tell a grown up straight away if someone is being mean to you **several times on purpose**. This is called 'bullying' and we don't want it in our school.

Appendix B

Safe Touch

Research shows clearly that healthy prosocial brain development requires access to safe touch as one of the means to calming, soothing and containing difficult emotions.

At Stoke Hill, we adopt an evidence-based approach to safe touch as a developmentally appropriate intervention that will aid healthy emotional growth and learning.

What is safe touch?

It is important that all children learn the difference between safe and unsafe touch and experience having their strongest emotions contained, validated, accepted and soothed by a significant adult.

In recognition of this, and with appropriate training, staff will consider using safe touch as one of the means available to them when:

- Calming a child who is distressed
- Affirming or encouraging a child who is anxious or has low self-esteem
- Containing a child who is feeling angry

Other means of calming, soothing and containing a child's strong emotions include:

- Slowing the pace
- Lowering the voice
- Regulating the pitch and volume of the child's emotional display, talking slowly and firmly in an unhurried and unflustered way

We know our pupils well at Stoke Hill and support them in the way that we know they are most likely to respond positively to.

As professionals, we are alert to our own readiness to support a child with safe touch. Where we assess safe touch to be what would best support a child and are not in a position to provide it ourselves, we seek the help of a colleague.

Types of safe touch:

- Casual or informal touch

Staff use touch as part of a normal relationship, for example comforting a child, giving reassurance, or congratulating. This might include taking a child by the hand, giving a high-five, or putting an arm around the shoulders.

- General reparative touch

This is used by staff working with children who are having difficulties regulating their emotions. Healthy emotional development requires safe touch as a means of calming, soothing and containing distress for a child. Touch is used to regulate emotions. This may include stroking the back, rocking gently or, for a much younger child, sitting on an adult's lap.

- Contact play

Contact play is used by staff adopting a similar role to a parent in a healthy child-parent relationship. This will take place when a child has developed a trusting relationship with an adult and they feel comfortable and at ease. Contact play may include an adult and child playing a game of building towers with their hands or an adult joining in with a game of football and high-fiving when celebrating a goal.

Appropriate and inappropriate touch

Our policy is supported by regular safeguarding training for all staff and our Child Protection and Safeguarding policy. Staff have a clear understanding of the

difference between appropriate and inappropriate touch. Touch is not used as an impulsive act or as a means of compliance. At no point and under no circumstance should staff members use touch to satisfy their own need for physical contact or reassurance.

Staff must always be particularly sensitive to pupils who are demonstrating that they are not comfortable with touch. It is important for a member of staff to think about what they themselves represent to a particular child. A child's history may influence who represents a 'safe' adult to them. Additionally, some pupils may be more or less accustomed to different levels or types of touch as part of their cultural upbringing. All staff should ensure the following guidance is adhered to:

- Parents/carers should be made aware of the school's safe touch policy
- Any specific information about a child's history/experience which might affect how comfortable they are with safe touch should be communicated with staff
- All instances of restrictive physical intervention should be recorded and uploaded to CPOMS as soon as possible and within 24 hours of the event. Staff should be offered a debrief with a senior member of SLT
- The parents/carers of a child should be made aware of any instance of restrictive physical intervention
- Staff should then discuss actions that may be needed to prevent a future incident

Appendix C

Rewards (incentives)

Infants Class:

Gems in a Jar

Whole School:

Start of the Week e.g. reader, role model, learner

Book of Above and Beyond

Praise from SLT

Juniors Class:

Stickers, certificates, celebration of achievements, praise, whole class rewards

Whole School:

Housepoints – badges for 25/50/100

Star of the week e.g. reader/writer/mathematician

Millionaire readers

Book of Above and Beyond

Praise from SLT

Appendix D**Child on Child Abuse****Federation Approach and Prevention**

Our school's response to child on child abuse will not begin at the point at which a child has been abused. We will proactively gather intelligence about issues between pupils which might provoke conflict. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Our Federation has created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining halls, the playgrounds, and beyond the school gates including travel to and from school.

Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole Federation environment and are reinforced by staff and older pupils who set a good example to other pupils.

Our schools will:

- involve parents to ensure they are clear that the school does not tolerate any form of child on child abuse. We will make parents aware of the procedures to follow if they believe that their child is being abused by another child or children. We want parents to feel confident that our schools will take any complaint about bullying seriously and resolve the issue in a way that protects the child. We will expect parents to reinforce the value of good behaviour at home;
- involve pupils. All pupils understand the school's approach and are clear about the part they can play to prevent child on child abuse, including when they find themselves as bystanders;
- regularly evaluate and update our approach to take account of developments in technology, for instance updating 'acceptable use' agreements for computers and consideration of what can still be improved;
- consider how (if at all) the school's physical environment contributed to the abuse, and how this can be addressed going forward, for example by improving the school's safety, security and supervision;
- ensure that any lessons learnt are acted upon swiftly – were there opportunities to intervene earlier or differently and/or to address common themes amongst the behaviour of other children in the school;
- implement disciplinary sanctions. The consequences of child on child abuse will reflect the seriousness of the incident so that others see that abuse is unacceptable, will not be tolerated and will be sanctioned;
- openly discuss differences between people that could motivate abuse, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. We will also include children with different family situations, such as looked after children, those with caring responsibilities and those from a migrant or travelling community. We teach children that using any prejudice-based language is unacceptable;
- provide effective staff training on how to deal with child on child abuse. All school staff (paid and unpaid) understand the principles and purpose of the school's Policy and procedures, how to resolve and respond to problems, and where and when to seek support from others in the school;
- make it easy for pupils to report bullying of any description so that they are assured that they will be listened to and that incidents will be acted on. Pupils should feel that they can report abuse which may have occurred outside school including cyber-bullying and the sharing of nude and semi-nude images via the internet or other mobile device;
- create an inclusive environment where pupils can openly discuss their experiences of child on child abuse, without fear of further abuse or discrimination;
- recognise that some children with special educational needs or disabilities may lack the social or communication skills to report child on child abuse incidents and we ensure our training builds in regular awareness of this;
- frequently address the impact of abuse within the school and what constitutes appropriate, safe and acceptable behaviour with our children and staff.

